

IHE Master's Performance Report

Queens University

2005 - 2006

Overview of Master's Program

The Master of Arts in Teaching program at Queens allows adult students to pursue teaching licensure in elementary education in a two-phase model. In order to be admitted to program students must reach cut scores on the GRE. At the end of Phase I, all competencies for "A" level licensure are met in 30 credit hours. The 9 credit hour Internship completes Phase I. After teaching for a period of time, candidates begin Phase II. During this portion of the program students focus on understanding the role of research to professional growth, designing and implementing action research projects, developing as reflective practitioners and becoming more aware and knowledgeable of the diversity that they are encountering in their classrooms. At the end of Phase II candidates receive the MAT degree and apply for "M" level licensure. The program emphasizes the teacher as a diagnostician, who is aware of resources, usually retrieved from the internet, to assist in modifying instruction to allow students to thrive. In 2003 an M.Ed. in Literacy program began at the request of CMS. The MEd. offers North Carolina Licensure in Reading (K-12) as part of a graduate degree. The MEd. is designed for candidates who hold an undergraduate degree, who hold a clear teaching license in the state of North Carolina, and who have at least two years of teaching experience. The MEd. program consists of 36 hours of coursework, leading to an "M" level license in the state of North Carolina. As with the MAT, the program is academically rigorous, offered at convenient times during the week and on Saturdays, at convenient sites and involves CMS students in a Reading Clinic. The final class will be an Action Research project where teachers will design, carry out and interpret the results of their own efforts to increase reading achievement in their classroom. While this program prepares candidates as Literacy Specialists, most candidates plan to remain as regular classroom teachers. Queens University of Charlotte has a long-standing commitment to provide educators with the skills needed to deal with the complexities of today's classroom setting. Candidates earning their licensure at Queens commit themselves to a productive career and a noble life in teaching. They recognize the vital role of the educator in guiding, nurturing, and shaping the lives of children.

Special Features of Master's Program

Most candidates in the MAT program are employed in Charlotte businesses. While they are successful in their current careers, they are not satisfied. They consider teaching a vocation. These candidates plan to stay in the Charlotte area and teach in local schools. They flourish in the intimate Queens environment. The M.Ed. candidates are experienced CMS teachers. They thrive in the intimate environment that Queens offers. Courses are offered at convenient times during the week and on Saturdays as well as at convenient sites.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	4
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	104
	Other	0	Other	0
	Total	6	Total	116
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (K-12)		
Special Service Personnel (K-12)		
Other		
Total		
Comment or Explanation		
The above reflects data on the M.ED. in Literacy K-12		

C. Quality of students admitted to programs during report year.

Masters	
MEAN GPA	3.87
MEAN MAT New Rubric	NA
MEAN MAT Traditional	NA
MEAN GRE New Rubric	NA
MEAN GRE Traditional	1,021
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
NUMBER EMPLOYED IN NC SCHOOLS	NA
Comment or Explanation	

D. Program Completers (reported by IHE).

Program Area	Masters Degree		Graduate Licensure Only	
	N	NC	N	NC
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	48	48	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	12	12	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	60	60	0	0
Comment or Explanation				

E. Scores of program completers on professional and content area examinations.

Specialty Area/Professional Knowledge	2004 - 2005 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	45	100
Institution Summary	45	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters Degree						
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters Degree						
G Licensure Only						
Comment or Explanation						
The MAT is a two phase program. At the end of Phase I candidates apply for "A" level license. Candidates typically complete at least a year of teaching before beginning the second phase. This factor as well as family choices and other issues affect the time to complete the full MAT.						

G. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Satisfaction with...	Program Completers	Employer
quality of teacher education program.	3.78	3.60
connect subject matter and learner's needs.	3.83	3.48
implement research-based approaches.	3.89	3.36
assume leadership roles.	3.78	3.28
facilitate learning for diverse students.	3.72	3.40
engage in continuous professional development.	3.89	3.64
Number of Surveys Received	≈ 18	≈ 25
Number of Surveys Mailed	49	49

≈ Last year, less than five survey responses were received. They are included with this year's responses.